

# Web 2.0 Tools Manual

V.2

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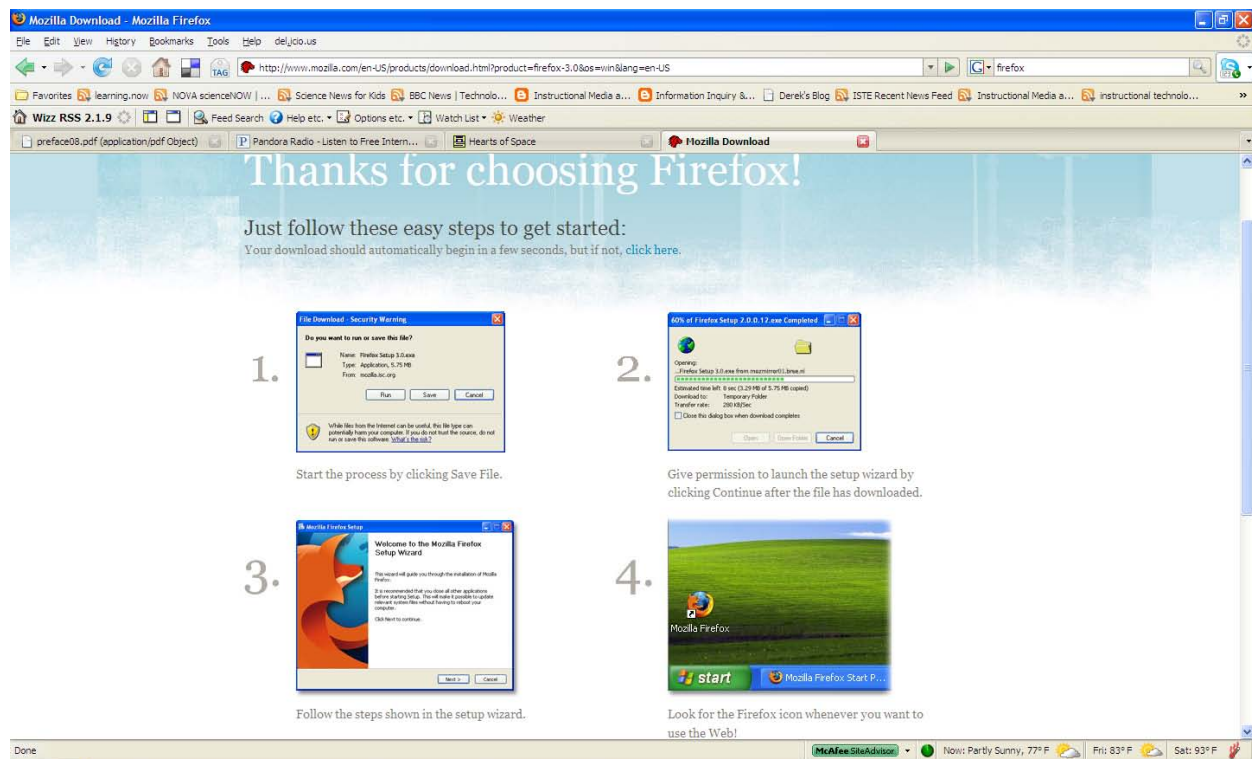
# 1. Browser Set-up –

## Background

since the tools we are going to use today will be downloaded from the internet, some of which will be integrated into your web-browser, we will need to have a common browser to work from. Firefox browser is highly customizable, integrates well with other Web 2.0 utilities, will work on both PC and Mac platforms.

## Getting Started

- i. download firefox 3.0 from: <http://www.mozilla.com>
- ii. install
- iii. Run Browser



## Browser Skills Checklist



### To Do

- ☐ Install Firefox
- ☐ Customize your browser
  - ☐ Explore Bookmark feature
  - ☐ Explore Add-ons: Tools>Add-ons
  - ☐ Add new folder, bookmark and/or separator to browser. *This is done by right clicking on the tool bar and selecting appropriate action.*

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



### Going Further

- ☐ Find Add-ons which would be useful to you (e.g., improve productivity, organization, communication, etc...)
- ☐ Install and explore functionality and practicality of tool


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- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## 2. Aggregators –


### *Background*

*"We have gone from being hunter-gatherers of information to being filter-feeders. We are the oysters of the information world." Seth Lloyd*

Aggregators are typically browser applications which allow one to customize information that comes across your browser. Use aggregators to "feed" information to your browser via

 Real Simple Syndication (RSS). RSS allows for personalized syndication. Helps us be oysters of the information age. We can specify which content comes to us, how much and when it comes. You can RSS information from blogs, online news sources, podcasts, wikis, and much more...


### *Getting Started*

1. Go to <http://informationinquiry.blogspot.com/>, and click on the links under the Aggregator List (e.g., Wizz RSS, Google Reader, Bloglines)
2. Download the application
3. Install and Run – the application should be visible on your browser.
4. Go to online sources you frequent and look for either of a "feed" icon like .
5. Click on the icon, and go through the prompted steps to "feed" the info. To your browser.

## Aggregator Skills Checklist



### To Do

- ☐ Install Aggregator (e.g., Wizz RSS)
- ☐ Open Browser, find Feeds 
- ☐ Subscribe to Feeds
- ☐ See feeds come to your browser.
- ☐ Explore Toggle Wizz RSS Sidebar
  - ☐ Wizz RSS Window
  - ☐ Feed Search
  - ☐ Watch List

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- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



### Going Further

- ☐ Try to subscribe to feeds on:
  - ☐ Blogs
  - ☐ Podcasts, or other audio (e.g., npr.org)
- ☐ Try to create a watch list for topics of particular interest/worth to you\_\_\_\_\_



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- ☐ \_\_\_\_\_

### 3. Social Bookmarking –

#### *Background*

Social bookmarking is the process by which online information sources and content is tagged, and organized into a customizable space which can be accessed online. The space can be shared, linked, and networked with others who have similar information interests. Users have the ability to invite other members and customize access privileges to their social bookmarking space.

#### *Getting Started*

1. Go to <http://informationinquiry.blogspot.com/>, and click on the link(s) under the Social Bookmarking List (e.g., Simpy, Furl, del.icio.us, Blinklist, Backflip). My students have shared most preference for  del.icio.us.
2. Download the application
3. Install and Run – the application should be visible on your browser.
4. Go to online sources you frequent.
5. Tag sites you would like to access and/or share.
6. Click on the icon,  and organize your bookmarks.

## Social Bookmarking Skills Checklist



### To Do

- ☐ Open Browser and go to Social Bookmarking Site (e.g., Simpy, Furl, del.icio.us, Blinklist, Backflip)
- ☐ Get Started
- ☐ Create an account
  - ☐ Install Buttons
  - ☐ Button Tutorial (optional)
  - ☐ Install Extension for Firefox
  - ☐ Take Quick Tours or Explore on your own
  - ☐ Search and browse your bookmarks
  - ☐ Bookmark new pages
  - ☐ Tag new pages
  - ☐ Use bookmark toolbar
  - ☐ Subscribe to social bookmarking networks/subscriptions

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### Going Further

- ☐ Import old bookmarks
- ☐ Explore drop-down and sidebar
- ☐ Make RSS Feed from social bookmarking site

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## 4. WebStart –

### *Background*

A WebStart page is a learning space where learners can go to begin the process of instruction. WebStart creation tools such as those listed below allow one to easily create efficient, effective, customizable, and attractive webpages. The templates available for many WebStart applications have emerged from human-computer-interaction (HCI) studies.

### *Getting Started*

1. Go to <http://informationinquiry.blogspot.com/>, and click on the link(s) under the WebStart List (e.g., Protopage, PageFlakes, NetVibes, Google Personalized Homepage). My students have shared most preference for Protopage, and PageFlakes.
2. The application will run on a server accessed from your browser. Customize your page.
3. Save changes, come back for more!

Note: Protopage has been the most usable of the aforementioned WebStart suite. One pitfall, however, is that you cannot “upload” files. Outside of this, it is an excellent tool.

*Uses* - 1. Class Portals; 2. Online Filing Cabinets; 3. E-Portfolios; 4. Collaborative Spaces; 5. Knowledge Management and Articulations; 6. School/Class Websites

*Examples* –

## WebStart Skills Checklist



### To Do

- ☐ Open Browser and go to WebStart Site (e.g., Protopage, PageFlakes, Google Personalized Homepage, etc...)
- ☐ Get Started
  - ☐ Register
  - ☐ Edit/modify page(s)
  - ☐ Add tabs
  - ☐ Title tabs
  - ☐ Add Notes
  - ☐ Add Widgets
  - ☐ Change colors/settings
  - ☐ The Sandbox is your protopage ... so
  - ☐ Learn by doing, explore....

#### Layout – Add Page Elements

- ☐ Picture (from computer or internet)
- ☐ Video
- ☐ Feeds
- ☐ Links

Note\* Protopage does not allow file storage, upload, so you must link to other docs that you want to be included in your space.

- ☐ Bookmark your site...

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



### Going Further

- ☐ Explore widget showcase


- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## 5. **Weblogs (Blogs)**

### *Background*

An interactive online space for posting, discussing, uploading and downloading information. A **blog** (an abridgment of the term **web log**) is a [website](#), usually maintained by an individual, with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse chronological order. "Blog" can also be used as a verb, meaning *to maintain or add content to a blog*. (Wikipedia, 2008). The blogs listed below allow for customization of the space, along with membership and access permission controls. Some also allow for private access which may be plausible for younger children ensuring that only they can access and interact in the environment you create.

### *Getting Started*

1. Go to <http://informationinquiry.blogspot.com/>, and click on the link(s) under the Weblogs List (e.g., GaggleBlogs, Edublogs, Drupal, Class Blogmeister, Blogger). My students have shared most preference for  Blogger.
2. The application will run on a server accessed from your browser.
3. Sign In, OR Create an account
4. Create a blog, and name it.
5. Customize your page (Posting, Layout, and Settings).
  - a. Choose Templates, color schemes, and font styles.
6. Important things need to be able to do with blogs:
  - a. Add Page Elements (e.g., LinkLists, bloglists, subscriptions, polls, slideshows, pictures, text, feeds, HTML/JavaScript, more...)
  - b. Posting (e.g., Create, edit, moderate)
  - c. Settings (e.g., publishing, formatting, site feed, email, permissions)
7. Invite people to your blog

*Uses* - 1. Class Portals; 2. Online Filing Cabinets; 3. E-Portfolios; 4. Collaborative Spaces; 5. Knowledge Management and Articulations; 6. School/Class Websites

### *Examples –*

1. Encyclopedia of Life Blog @ <http://blog.eol.org/>;
2. <http://24hoursfordarfur.org/blog/index.php/site/2007/09>;
3. <http://www.halcyon.com/arborhts/>

## Weblogs (Blogs) Skills Checklist



### To Do

- ☐ Open Browser and go to Weblog Site (e.g., Blogger, GaggieBlogs, Edublogs, etc...)
- ☐ Get Started
  - ☐ Create an account
  - ☐ Name your blog
  - ☐ Choose a template
  - ☐ Settings – Personalize
  - ☐ Layout – Add Page Elements
  - ☐ Picture (from computer or internet)
  - ☐ Video
  - ☐ Profile
  - ☐ Feed
- ☐ Posting
  - ☐ Create a post – try to modify text features, insert image, link or video)
  - ☐ Publish post
  - ☐ Edit post
  - ☐ Moderate comments
  - ☐ Bookmark your site...

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### Going Further

- ☐ Layout – Add Page Elements
  - ☐ HTML/JavaScript
- ☐ Create a feed from your blog, subscribe to your blog via Aggregator

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## 6. WikiSpaces- *Wiki (n.)– Hawaiian for quick/fast.*

### *Background*

Wikispaces are tools which allow for the creation of multi-paged websites (wikis) which can warehouse a variety of file types (e.g., text, video, audio, pics, links). The wikispaces can easily be created and follow a simple template structure. Membership can be created and others can subscribe to your wikispaces. Wikis can also be made private for access by selected members. Wikispaces also provide a nice integration of discussion and internal/external emailing functions which can be used to create learning communities and facilitate communication and collaboration between members of the space. Wikispaces also provide the capacity to track the creation of online content and changes to the space. Wikispaces can also be accessed by multiple members in real-time, whereby they can collaborate in the creation of online content. The wikis listed below allow for customization of the space, along with membership and access permission controls. Some also allow for private access which may be plausible for younger children ensuring that only they can access and interact in the environment you create.

### *Getting Started*

- i. Wikis In Plain English Intro Video @ <http://www.commoncraft.com/video-wikis-plain-english>
- ii. Go to <http://informationinquiry.blogspot.com/>, and click on the link(s) under the Weblogs List (e.g., wikisaces, Pbwiki, and jotspot). My students have shared most preference for  wikispaces.
- iii. The application will run on a server accessed from your browser
- iv. Sign In, OR Create an account
- v. Create a wiki, and name it.
- vi. Customize your wiki
  1. Create Pages
  2. Manage Space
    - a. Upload content
    - b. Add members, invite members, manage access privileges
  3. Choose Templates, color schemes, and font styles.
- vii. Important things you need to be able to do with wikis:
  1. Upload content
  2. Link to content within and outside space
  3. Create pages
  4. Modifying/Editing pages
    - a. Creating a table
  5. Creating a discussion
  6. Invite people to your blog

*Uses* - 1. Class Portals; 2. Online Filing Cabinets; 3. E-Portfolios; 4. Collaborative Spaces; 5. Knowledge Management and Articulations; 6. School/Class Websites

*Examples* - <http://educationalwikis.wikispaces.com/Examples+of+educational+wikis>

## Wikispaces Skills Checklist



### To Do

Open Browser and go to Wikispace Site (e.g., wikispaces, Pbwiki, jotspot, etc...)

Get Started

Create an account

Create a wiki, and name it.

Customize your wiki

- ☐ Personalize your home page
- ☐ Create a new page
- ☐ Manage your space
  - ☐ Upload file
  - ☐ Upload Picture
  - ☐ Link to uploaded content from a wiki page
- ☐ Modifying/Editing pages
  - ☐ Create a table
  - ☐ Insert image from file
  - ☐ Insert image from web
  - ☐ Create a discussion
  - ☐ View history of page(s)
  - ☐ Revert to a previous version of a saved page
- ☐ Bookmark your site...




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### Going Further

- ☐ Modifying/Editing pages
  - ☐ Insert video
  - ☐ Embed widget (e.g., Chat and IM – Gabbly; Calendar, RSS Feeds, etc...)
- ☐ Subscribe to wiki RSS Feeds through your aggregator
- ☐ Invite members to space
- ☐ Change member status, permissions
- ☐ Join another wikispace
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



## 7. Web-based word processing

### *Background*

Web-based word-processing is more than word-processing, it is collaborative writing. The writing space that writers engage in with web-based word-processing is dynamic and transforming. Web-based word-processing allows learners to be connected to a virtual, collaborative writing space in the classroom, or outside the classroom. Edits by one member will be apparent to all other members in real time, making this a collaborative experience. Writing in this way requires learners to be organized in their thoughts and it requires them to be courageous in sharing their writing with others. Also, it allows other learners to engage in critical thinking as they analyze the writing of their peers.

### *Getting Started*

- Go to <http://informationinquiry.blogspot.com/>, and click on the link(s) under the Web-based word processing List (e.g., google docs and spreadsheets).
- The application will run on a server accessed from your browser
- Sign In, OR Create an account
- Create a new document
- Type and edit document
- Save document
- Share document
- Important things you need to be able to do with Google docs:
  - a. Upload content
  - b. Link to content within and outside space
  - c. Create pages
  - d. Modifying/Editing pages
  - e. Collaborative writing
  - f. Share and Publish docs
  - g. Access from anywhere online

*Uses* - 1. Document storage and access; 2. Online Filing Cabinets; 3. E-Portfolios; 4. Collaborative Spaces; 5. Knowledge Management and Articulations

## Web-based word processing Skills Checklist



### To Do

- ☐ Open Browser and go to Google docs and spreadsheets.
- ☐ Get Started
  - ☐ Create an account
  - ☐ Create a document
  - ☐ Edit document
  - ☐ Upload
  - ☐ Share
  - ☐ Move to
  - ☐ Hide
  - ☐ Delete

- ☐ Bookmark google docs. ...

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



### Going Further

- ☐ More Actions
- ☐ Subscribe to document Feed and/or link to google doc from other space.

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_





## 8. Web-based spreadsheets & Databases

### *Background*

#### Spreadsheets

In its simplest form, a spreadsheet can be a table where information is placed within an organizational context. Spreadsheets can have single or multiple rows and columns. They provide the learner with a framework to organize information so that the information can be analyzed and interpreted. The role of the teacher is to design activities that engage learners in gathering and/or measuring information that can be placed in a logical organization within a table. The table can be provided or can be student-created.

*Examples @* <http://www.teach-nology.com/themes/comp/spreadsheets/>

#### Databases

Databases are not much different than spreadsheets in that they represent a logical organization of some information under investigation. The elements of the database typically include: forms, fields, records, tables, sorts, queries, and reports. One common database application is Microsoft Access, which is widely available with most Microsoft Office packages. An open-source version of a database is [OpenOffice.org Base](http://www.openoffice.org).

*Examples @* <http://www.teach-nology.com/tutorials/databases/example/>

### **Web-based Spreadsheets & Databases**

Web-based spreadsheet tools offer more than typical spreadsheet operations. They afford learners opportunities to collaborate and collect, in real-time, synchronously or asynchronously, in class or at home. Learners can engage in the process of data collection and interpretation that is centered on the investigation of complex phenomena. The spreadsheet space that writers engage in with web-based spreadsheet & database tools is dynamic and transforming. Web-based spreadsheet & database tools allow learners to be connected to a virtual, collaborative space. Edits by one member will be apparent to all other members in real time, making this a collaborative experience. Collaboration in this way requires learners to be organized in their thoughts and it requires them to be courageous in sharing in the process of data collection. Also, it allows other learners to engage in critical thinking as they analyze the writing of their peers.

#### *Getting Started*

- i. Go to <http://informationinquiry.blogspot.com/>, and click on the link(s) under the Web-based spreadsheets & databases List (e.g., google docs and spreadsheets).
- ii. The application will run on a server accessed from your browser
- iii. Sign In, OR Create an account
- iv. Create a new document

- v. Type and edit document
- vi. Save document
- vii. Share document
- viii. Important things you need to be able to do with Google docs:
  - 1. Upload content
  - 2. Link to content within and outside space
  - 3. Create pages
  - 4. Modifying/Editing pages
  - 5. Collaborative writing
  - 6. Share and Publish docs
  - 7. Access from anywhere online

*Uses* - 1. Document storage and access; 2. Online Filing Cabinets; 3. E-Portfolios; 4. Collaborative Spaces; 5. Knowledge Management and Articulations

## Web-based Spreadsheets & Databases Skills Checklist



### To Do

- ☐ Open Browser and go to Google docs and spreadsheets.
- ☐ Get Started
  - ☐ Create an account
  - ☐ Create a document
  - ☐ Edit document
  - ☐ Upload
  - ☐ Share
  - ☐ Move to
  - ☐ Hide
  - ☐ Delete

- ☐ Bookmark google docs. ...

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



### Going Further

- ☐ More Actions
- ☐ Subscribe to document Feed and/or link to google doc from other space.

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## 9. Creative Writing

### *Background*

#### Creative Writing

One way to engage learners in higher order thinking skills is through creative writing. While creative writing is not a new practice, the application of collaborative creative writing via online technologies is. The creative writing tools that are available online such as glypho and fanfiction allow learners to plan a story, write a story, share a story, and incorporate contributions from others throughout the process. Also, users can review and vote on identified items of a story and provide feedback along the way.

*Examples @* <http://www.glypho.com/JSP/allProjects.jsp?pageIndex=0&tag=scifi>

### *Getting Started*

- i. Go to <http://informationinquiry.blogspot.com/>, and click on the link(s) under the Creative writing List (e.g., glypho; fanfiction).
- ii. The application will run on a server accessed from your browser
- iii. Sign In, OR Create an account
- iv. Create a new document
- v. Start a new story and/or Browse stories
- vi. Save document
- vii. Share document
- viii. Important things you need to be able to do with Glypho:
  1. Draft stories
  2. Browse stories
  3. Share stories
  4. Publish stories
  5. Collaborate with others in the writing process

*Uses* - 1. Collaborative Spaces/writing

## Creative Writing Skills Checklist



### To Do

- ☐ Open Browser and go to glypho or fanfiction.net.
- ☐ Get Started
  - ☐ Create an account
  - ☐ Create a document
  - ☐ Edit document
  - ☐ Upload
  - ☐ Share
  - ☐ Move to
  - ☐ Hide
  - ☐ Delete

- ☐ Bookmark google docs. ...

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



### Going Further

More Actions

Subscribe to document Feed and/or link to google doc from other space.

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_







**10.****Assessment Tools***Background*

Assessment throughout the learning process is necessary for two reasons. First, assessment can be used as a progress tracker or diagnostic tool. Second, assessment can be used to evaluate the overall training or learning that is provided by a particular instructional program. In this regard, assessment most typically occurs in two forms: formative and summative. While our treatment in this discussion will be brief, as you design your learning environment keep in mind what on-going assessment will occur. Think also about what "end" assessments, milestones, or anchors will be utilized to measure learning progress. Lastly, think about the multiple methods you will use to develop alternative assessments, and/or authentic assessments which give learners the opportunities to demonstrate their competency in a given skill or domain.

*21st Century Fluencies and Assessment*

When considering how to assess students' ability or extent to engage in the 21st century fluencies, it is necessary to consider the complexity of assessing such skills. For instance, it would be difficult to capture one's fluency in team work through a typical multiple choice or short answer test. Rather, one must consider the approach of authentic assessment as it pertains to the 21st century fluencies. When designing instruction, think of the ways in which learners will create end-products, presentations, portfolios (electronic or hard-copy), and so forth to demonstrate their accomplishments. This requires including into the assessment repertoire rubrics, surveys, multiple choice, multiple select, matching, and games. As you design assessments for instructional environments consider Bloom's revised taxonomy, and Gardner's multiple intelligences.

Table 1. Assessment tools and instruments described in terms of assessment sequence, examples and integration.

Tool		Assessment Sequence	Examples	Integration
<b>Hot Potatoes</b>		Summative	Multiple Choice, Matching, X-Word	Integrates easily with XML as link or self-running program.
<b>Survey Monkey</b>		Formative & Summative	Multiple Choice, Multiple Select	Integrates easily with XML as link which is pasted to space.
<b>ZohoPolls</b>		Formative	Multiple Choice	Integrates with XML as active survey visible in learning space in real-time
<b>Rubistar</b>		Formative & Summative	Evaluation criteria in table form related to descriptions of "end" product	Excel, or Word document; or web page
<b>STAR Assessment</b> ("Be a STAR: A Tool to Assess and Maintain Effective Collaborations," 2009)		Assessing Group effectiveness	See STAR Reference ("Be a STAR: A Tool to Assess and Maintain Effective Collaborations," 2009; Zimmerman & Hayday, 1999)	Instrument can be incorporated into a variety of delivery platforms.
<b>Peer &amp; Self Assessment</b>		Assessing effectiveness of group members; Assessing effectiveness of self	See Peer Assessment Reference	Instrument can be incorporated into a variety of delivery platforms.

## HotPotatoes



### *Background*

The **Hot Potatoes** suite is a set of six authoring tools, created by the Research and Development team at the University of Victoria [Humanities Computing and Media Centre](http://futurelearningnow.blogspot.com/). They enable you to create interactive Web-based exercises of several basic types. The exercises are standard Web pages using XHTML 1.1 code for display, and JavaScript (ECMAScript) for interactivity. These core W3C standards are supported by all good modern browsers, including Internet Explorer 6+, Mozilla 1.2+, Phoenix, Safari, and many others. The authoring tools will also handle Unicode, so you can create exercises in virtually any language, or in a mixture of languages.

### *Getting Started*

- Go to <http://futurelearningnow.blogspot.com/>, and click on the HotPotatoes link under the Assessment List.
- Download and Install HotPotatoes
- Click on Help>Tutorial

*Uses* - 1. Creating online quizzes and interactive questions



## Survey Monkey



### Background

SurveyMonkey.com is a revolutionary tool to create and publish custom surveys in minutes, and then view results graphically and in real time.

### Getting Started

- Go to <http://futurelearningnow.blogspot.com/>, and click on the SurveyMonkey link under the Assessment List.
- Register for a free account. A free account allows you to create and manage surveys of 10 questions or less. The free account also allows for electronic sharing, distributing, collecting and tracking of survey data.
- Click on Need Help>View tutorials
- Begin creating surveys by clicking on "Create Survey"

Uses - 1. Creating online quizzes and interactive questions



### To Do

- ☐ Get Started
  - ☐ Create an account
  - ☐ Create a Survey from scratch or template
  - ☐ Edit Survey
  - ☐ Collect Responses (Create a link to send in email, or to add to learning space, Create a Popup Invitation)
  - ☐ Analyze Results (View Summary, Browse Responses, Filter Responses, Crosstab Responses, Download Responses, Share Responses)
- ☐ Bookmark surveymonkey docs. ...
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



### Going Further

- ☐ Survey Options
- ☐ Page and Question Numbering
- ☐ Logo Upload
- ☐ Progress Bar
- ☐ Survey/Page Titles
- ☐ Navigation Buttons
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

**EVALUATING THE PROBLEM-SOLVING PROCESS**

	3	2	1
Problem Representation	The problem is clearly represented. There is strong evidence that the problem representation was a result of significant problem-clarification, problem-identification, explanation, and elaboration. There is strong evidence that multiple perspectives or viewpoints were considered in formulating the problem representation.	The problem is somewhat represented. There is some evidence that the problem representation was a result of significant problem-clarification, problem-identification, explanation, and elaboration. There is some evidence that multiple perspectives or viewpoints were considered in formulating the problem representation.	The problem is not well represented. There is little or no evidence that the problem representation was a result of significant problem-clarification, problem-identification, explanation, and elaboration. There is little or no evidence that multiple perspectives or viewpoints were considered in formulating the problem representation.
Generating or selecting solutions	There is strong evidence that the generated problem solution(s) were formulated through significant clarification, explanation, elaboration, and feedback. There is strong evidence that multiple perspectives or viewpoints were considered in generating the problem solution(s).	There is some evidence that the generated problem solution(s) were formulated through significant clarification, explanation, elaboration, and feedback. There is some evidence that multiple perspectives or viewpoints were considered in generating the problem solution(s).	There is little or no evidence that the generated problem solution(s) were formulated through significant clarification, explanation, elaboration, and feedback. There is little or no evidence that multiple perspectives or viewpoints were considered in generating the problem solution(s).
Making justifications	The justifications for the problem solution(s) are well supported and logical. There is strong evidence that the justifications for the problem solution(s) resulted from well-articulated reasoning, well-constructed arguments and evidence.	The justifications for the problem solution(s) are somewhat supported and logical. There is some evidence that the justifications for the problem solution(s) resulted from well-articulated reasoning, well-constructed arguments and evidence.	The justifications for the problem solution(s) are not supported and logical. There is little or no evidence that the justifications for the problem solution(s) resulted from well-articulated reasoning, well-constructed arguments and evidence.
Monitoring and evaluating	There is strong evidence that team member and tutor suggestions and feedback were taken into account to formulate problem solution(s). There is	There is some evidence that team member and tutor suggestions and feedback were taken into account to formulate problem solution(s). There is	There is little or no evidence that team member and tutor suggestions and feedback were taken into account to formulate problem

	strong evidence that multiple perspectives and viewpoints were utilized in conjunction with reflective thinking to monitor and evaluate problem solution(s).	some evidence that multiple perspectives and viewpoints were utilized in conjunction with reflective thinking to monitor and evaluate problem solution(s).	solution(s). There is little or no evidence that multiple perspectives and viewpoints were utilized in conjunction with reflective thinking to monitor and evaluate problem solution(s).
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**PEER EVALUATION**

Please rate yourself and your team members on the relative contributions that were made in preparing and submitting your group paper. *Your ratings will not be disclosed to other students.* Be honest in this evaluation!

In rating yourself and your peers, use a one to five point scale, where

**5 = Superior;**

**4 = Above Average;**

**3 = Average;**

**2 = below average; and**

**1 = weak.**

Insert **your name** in the first column and your peers' names in the remaining spaces. (One name at the top of each column).

Names					
Participated in group discussions or meetings					
Helped keep the group focused on the task					
Contributed useful ideas					
Quantity of work done					
Quality of work done					
Comments					
Enter total scores here					

**References:**

Be a STAR: A Tool to Assess and Maintain Effective Collaborations. (2009). Retrieved from <http://www.friendsnrc.org/download/09confpresentation/starassess.pdf>

Zimmerman, B., & Hayday, B. (1999). A Board's Journey into Complexity Science: Lessons from (and for) Staff and Board Members. *Group Decision and Negotiating*, 8(4), 281-303.